

Scope and Sequence for Equipping Your Students with the Necessary Technology Skills for a Successful Performance Task

Your students are going to create a performance task using technology at the Modification or Redefinition levels of the SAMR model. How can you help your students stay focused on the content and not on the technology while they are creating this project?

In the 5 skills charts below, make a list of all the skills related to the planning, creation, and presentation of that performance task that you expect your students to utilize. (You may add or delete rows to each chart as needed.) The goal is that you will help your students already have the majority of the technology skills necessary to create a successful product prior to the performance task production point of your unit.

Remember to think TPACK.

NOTE: The focus of this list is the technology components; however, elsewhere in your unit, you will also need to consider the human components (critical thinking, public speaking, cooperating with colleagues, rehearsing a dialogue before filming, etc.).

Your Name	Samantha Allshouse
What is the performance task for your unit?	Creating a documentary movie that documents the addition of a mutation within a genetically identical species, and how it will affect the species.
What technology will students use to create the performance task (if more than one, differentiate between what is an option and what will be required)	-Video editing software (iMovie, Windows Movie Maker, Lightworks, Sony Vegas, etc.) [required] -Video camera or still camera that can record video [required] -Audio manipulation software [optional]
Lesson # in which students will create the performance task	Lesson #6

1. Skills for **planning** the performance task (storyboard, outline, script, research of content, etc.)

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
Storyboarding/Outlining a story	http://accad.osu.edu/womenandtech/Storyboard%20Resource/ Shows examples and gives key information on what could be included on a Storyboard.	I planned on introducing it in Lesson 1 because I want my students to create a storyboard or other planning format to make a story in Comic Life.
Research of Content	https://owl.english.purdue.edu/owl/section/2/8/ Provides links and helpful guides to other Purdue resources on how to research a topic. http://www.ipl.org/div/aplus/ This website gives more information that is related to teens and their research.	I planned on introducing this skill in at least lesson 3 and strengthen it until lesson 6.

2. Skills for **capturing** raw components that will be used in the performance task (recording video, capturing audio, searching for photos and graphics, understanding copyright and privacy, etc.)

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Understanding Copyright and Privacy	http://www.copyrightkids.org/cbasicsframes.htm This website gives the basics of copyright and copyright laws. It has links to other places and gives easy to understand information.	It is something I hope to teach from the beginning of the school year, not just this unit. I want to give my students different places from which to get Creative Commons or Public Domain material, as well.
Recording Video	http://vimeo.com/videoschool/lesson/24/video-101-shooting-basics This website is a video hosting website that gives an introduction video and talks about some basic terms and what they are/what they can do in terms of a video.	I hope to introduce this by having the students record a class-wide video of what they're learning in their biology class at the time.
Capturing Audio	http://audacity.sourceforge.net/manual-1.2/tutorial_basics_1.html I would prefer to have my students use Audacity for their audio recording, if any. This website is from Audacity and gives a multi-page tutorial on audio recording with Audacity. http://www.youtube.com/watch?v=sLb3gEYCMZU This is a step by step video of how to do the same in GarageBand on Macs.	I hope to introduce this in lesson 3, when I have the students create their own Podcasts recording their views of DNA regulation.

3. Skills for **editing/refining** the performance task (edit, transitions, manipulation, supplementing with music, inserting text, etc.),

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Video editing (putting in audio, etc.)	<p>http://www.youtube.com/playlist?list=PLD1165A595C6C48AA This is a playlist of video tutorials on how to use Lightworks Studio, which in the video editing software I used to make my student sample.</p> <p>http://www.youtube.com/watch?v=3ZZij3NNyVg This is a video tutorial on the basics of Windows Live Movie Maker, produced by Windows.</p> <p>http://www.youtube.com/watch?v=4RZ7jGsk60I This is a video tutorial on the basics of iMovie, talking about uploading and such.</p>	I want to introduce this in this lesson by having the students edit their own class movie with music, etc., that they want to practice.

4. Skills for **converting/exporting** a project file of the performance task (rendering video, exporting MP3 file, making an html version, etc.)

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Exporting an MP3 file	http://audacity.sourceforge.net/manual-1.2/tutorial_basics_1.html Found on the same tutorial for how to record audio for Audacity. http://cnu.edu/media/pdf/how%20to%20export%20garageband%20file%20as%20an%20mp3%20file.pdf This PDF have screenshots and pictures describing how to export a sound file from GarageBand as an MP3 file.	I hope to introduce my students to this in lesson 3 by having them create a Podcast about their opinion on DNA regulation.
Rendering a Video	http://www.youtube.com/playlist?list=PLD1165A595C6C48AA One of the videos in this playlist shows a tutorial on how to render a video in Lightworks. http://www.youtube.com/watch?v=Vjr9wJVMXwI This is a video tutorial on how to render videos in Windows Live Movie Maker. http://vimeo.com/66614707 This is a video tutorial on how to render videos in iMovie.	I hope to have my students render videos in this lesson by having them render their class videos together.

5. Skills for **making the performance task ready for the presentation** (uploading a video to youtube, setting a wiki's privacy to protected or public, sharing a Google Doc/Site/Survey/Presentation, using the presenter's tools in PowerPoint, etc.)

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Uploading a Video to YouTube	https://support.google.com/youtube/answer/57924?hl=en Guide from YouTube on how to upload a YouTube video.	I hope to simply walk my students through the process by uploading perhaps a class-made video, or something of the like to YouTube, so that they see how to set privacy settings, change the title of the video, etc.